

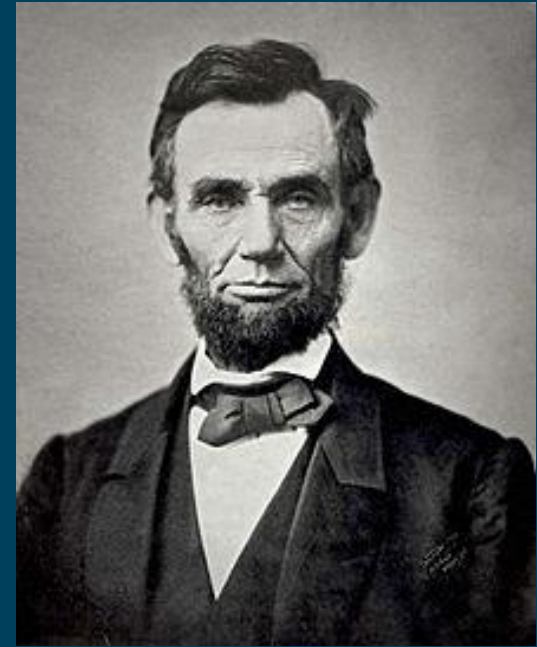
From the Morrill Act to Bayh-Dole



Presentation by Robert L. King, President
Kentucky Council on Postsecondary Education

Legacy of the Morrill Act

The importance of the land grant colleges cannot be exaggerated. They educated millions of American citizens who otherwise might not have been able to afford college, which led to the U.S. having the most highly educated workforce until after WWII.



“The right to rise — that is what makes the American experiment so exceptional.”

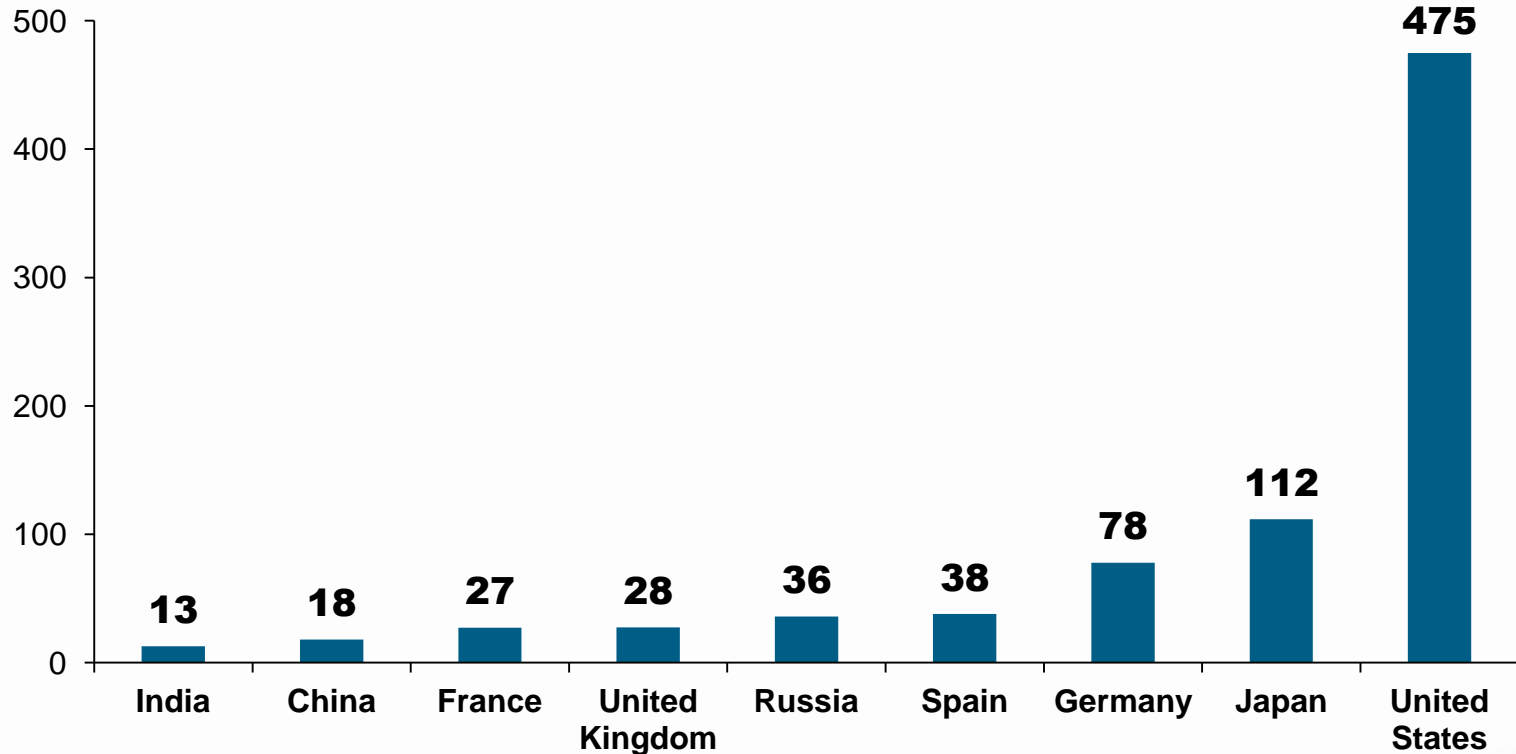
Factors Contributing to America's 20th Century Educational and Economic Dominance

- Morrill Acts (1862, 1890)
- Mandatory High School Education (1910-1918)
- G.I. Bill (1944)
- Civil Rights Laws of the 1960s
- Growth in Financial Aid

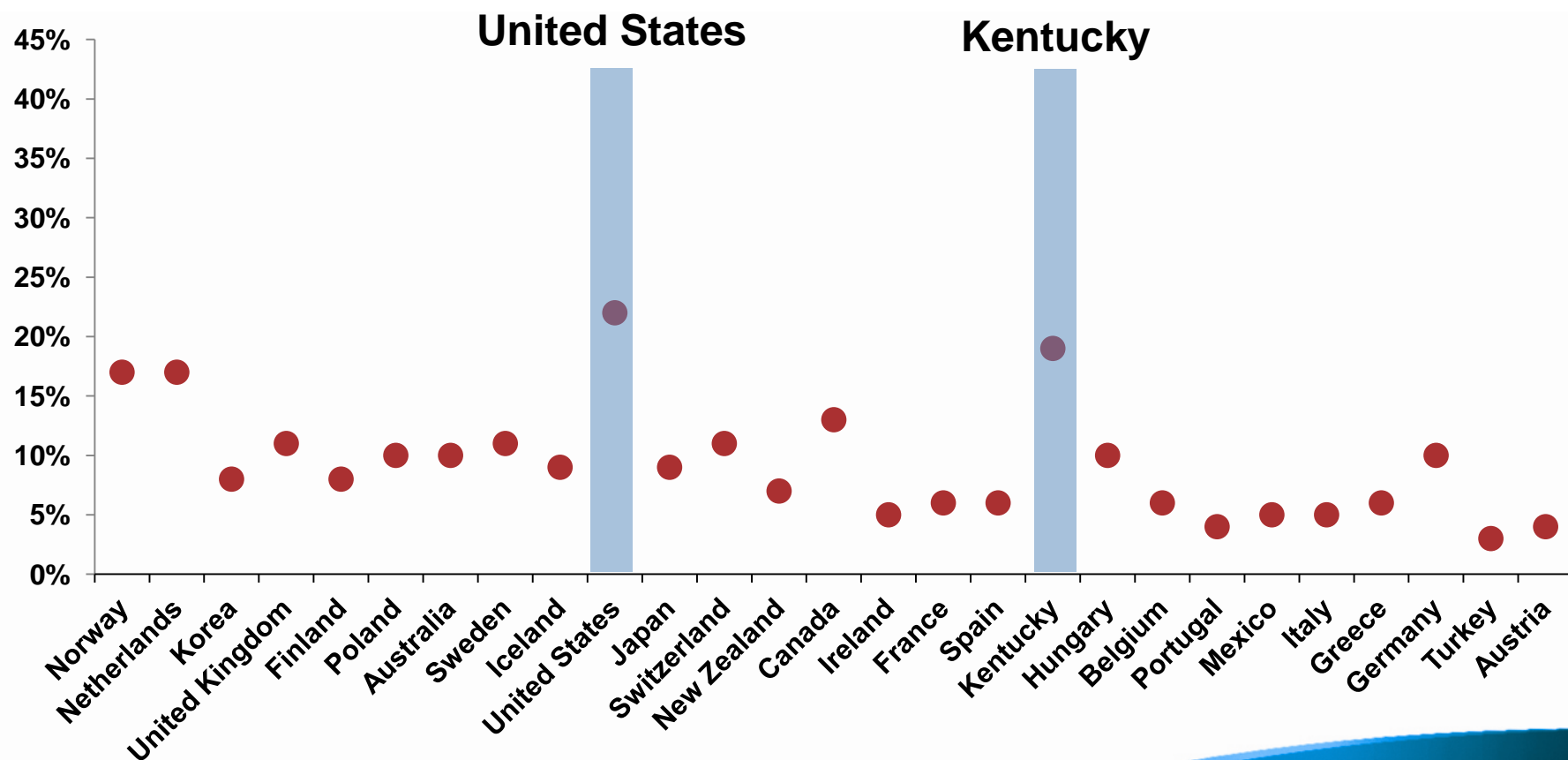
Growth of GDP from 1820 to 1994

in 1990 international (Geary-Khamis purchasing power parity) dollars

Growth multiplier,
1820 to 1994



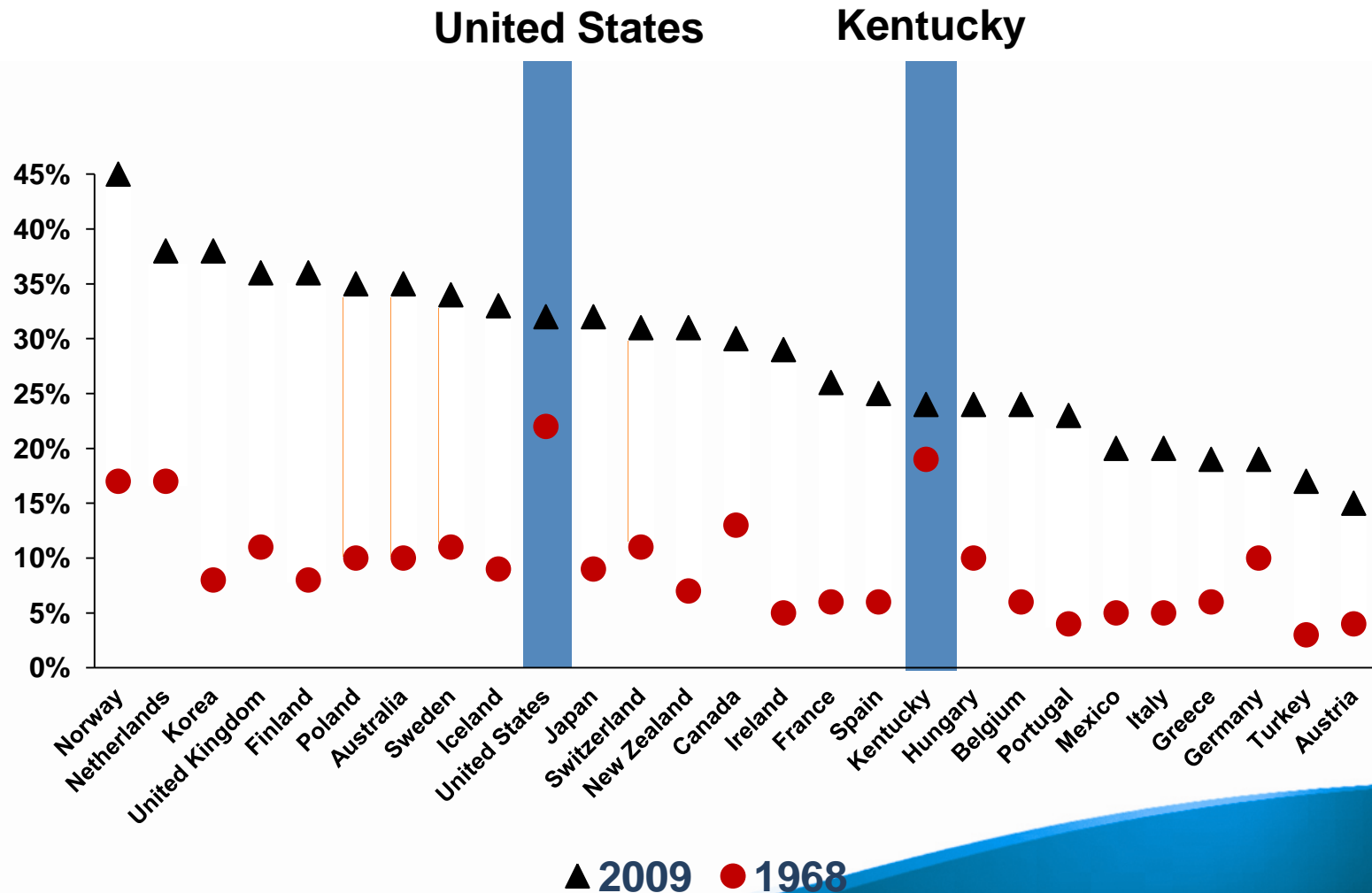
Baccalaureate Attainment 25-34 Age Cohort, 1968



● 1968

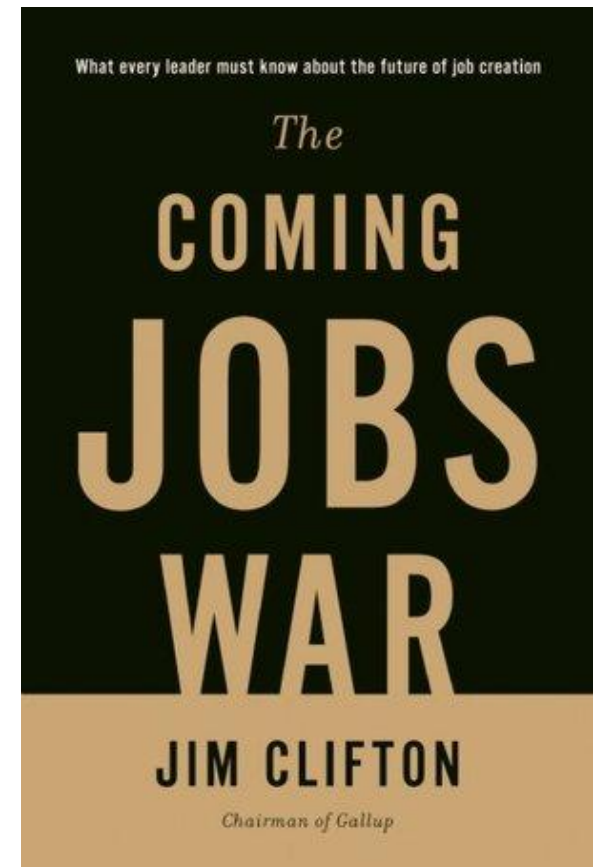
The U.S. is losing its competitive edge, as more countries educate a higher percentage of their workforce to higher levels.

Baccalaureate Attainment, 25-34 Age Cohort, 1968 and 2009



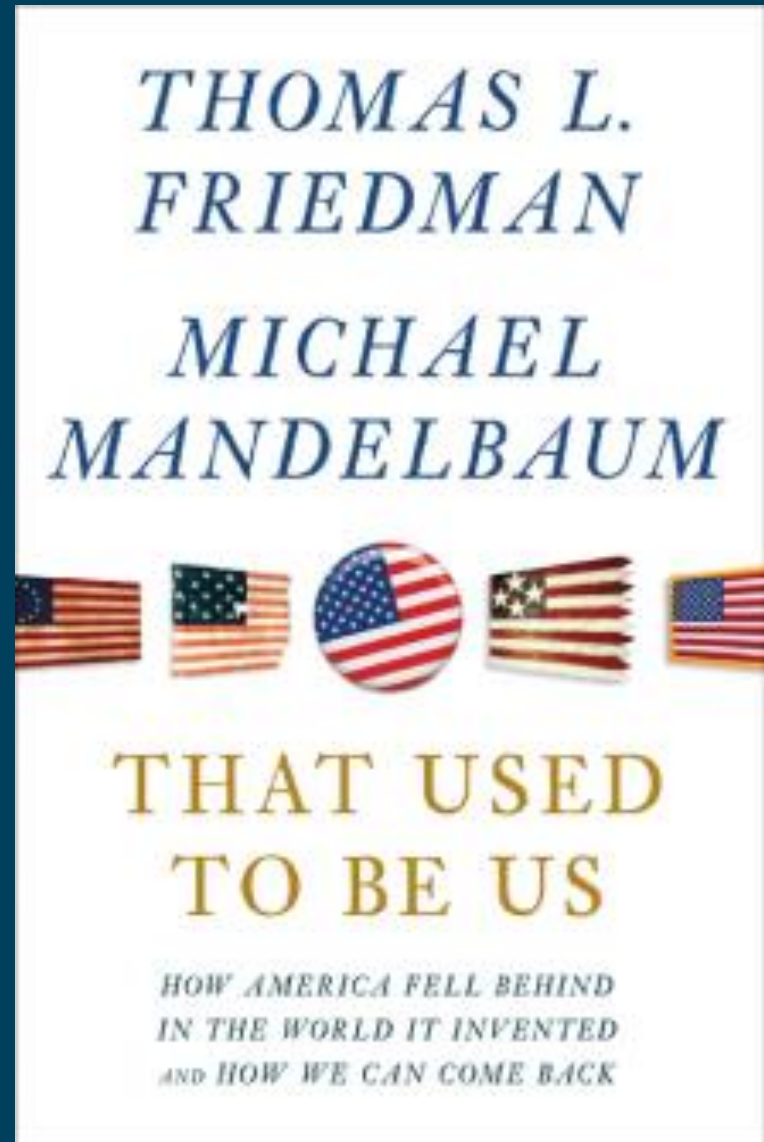
A Global War for Good Jobs is Coming.

- 3 billion people reported to Gallup they want a job that pays a living wage.
- Only 1.2 billion jobs in the world currently fit that description.
- As the foreign workforce becomes more educated, competition for jobs will be fierce.



**“In the past,
workers with
average skills,
doing an average
job, could earn
an average
lifestyle. But,
today, average is
officially over.”**

From “Average is Over” by Thomas L. Friedman,
New York Times, Jan. 24, 2012



In response to increased competition for jobs, the U.S. has three choices:

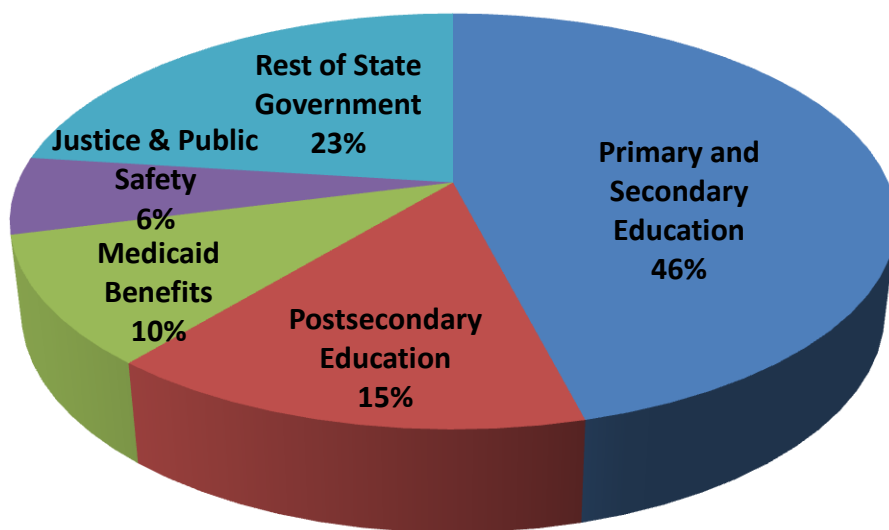
- Do nothing and let the jobs go overseas.
- Compete for jobs on price, forcing U.S. workers to accept lower wages.
- Earn the wage premium by re-establishing the preeminence of the American workforce.

The Challenge:

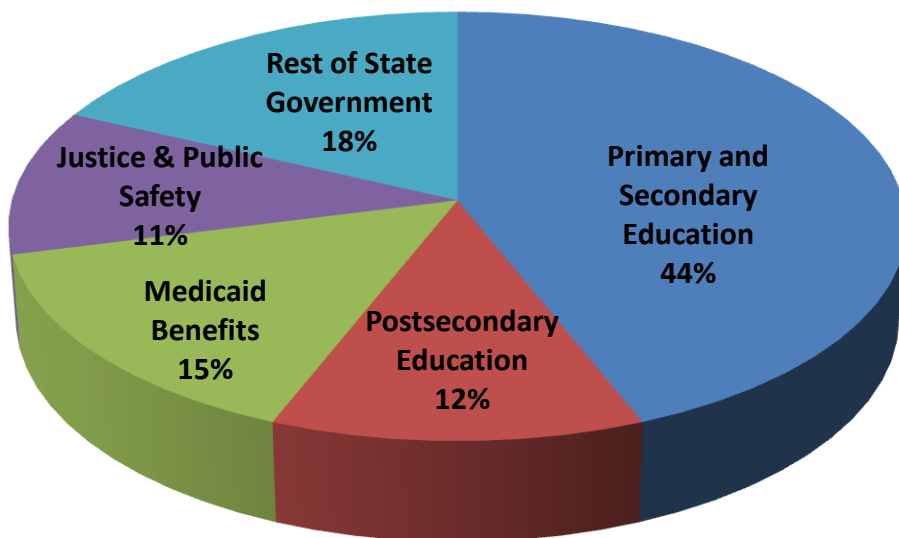
Producing a U.S. workforce that is more productive, creative, and better problem-solvers than any other on the planet.

The U.S. must get back into the competition and invest more heavily in higher education.

State investment in education is losing ground to other state expenditures.



FY 1999
KY General Fund Budget Enacted
(\$6 billion)

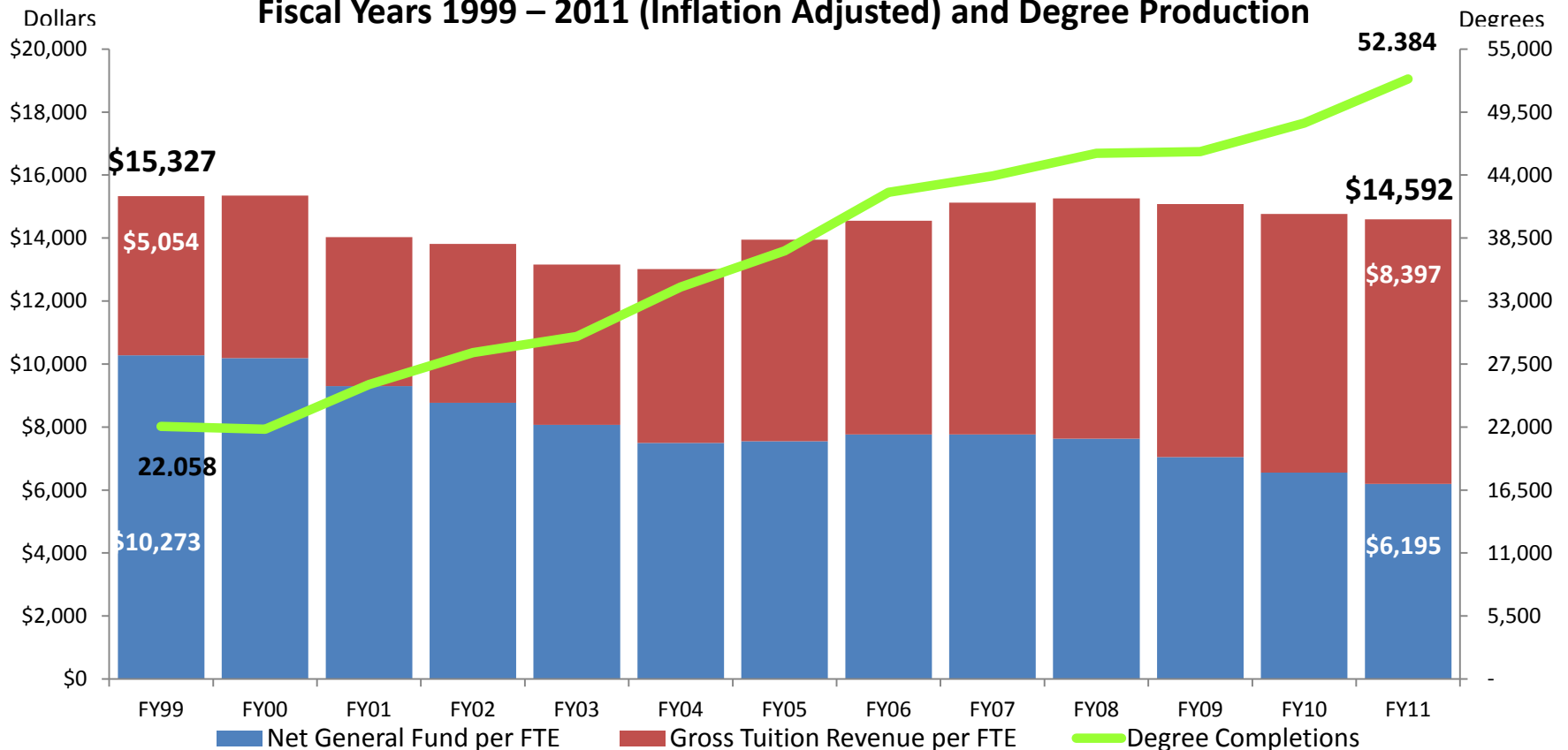


FY 2014
KY General Fund Executive Budget
Proposed (\$9.8 billion)

Reduced State Support & Increased Degrees

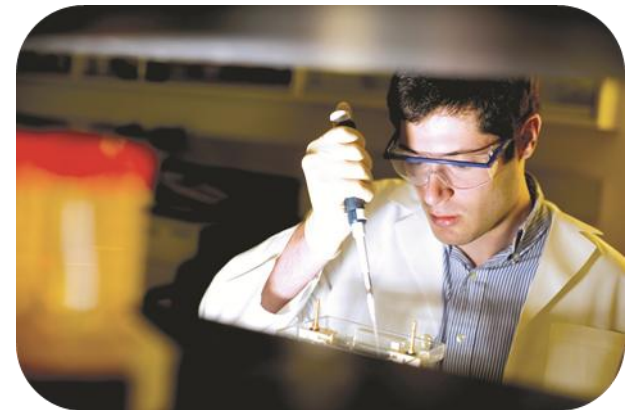
State support for the public universities and KCTCS decreased by nearly \$4,100 (40% reduction) per FTE student since FY99, while degrees increased by over 30,000 (137% increase), and overall cost decreased by over \$700 per FTE student.

**Kentucky Public Postsecondary Education System
Net General Fund Appropriations and Gross Tuition Revenue per FTE Student
Fiscal Years 1999 – 2011 (Inflation Adjusted) and Degree Production**



American universities must focus on:

- **Jobs**—training students to compete for high skill jobs, entrepreneurship training, and job creation.
- **Knowledge Transfer**—moving intellectual research into the marketplace.
- **Partnerships**—mobilizing business, industry, university, and government resources and investments.



Invitation to Collaborate:

- Across campus
- Across disciplines
- Across institutions
- Across sectors
 - Universities
 - Business
 - Government

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION



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